



Dunneback shares perspectives at mid-year press conference

Olivia Carter
junior reporter

With one semester of the year finished, Principal Meg Dunneback discussed her first few months as principal, her thoughts on the future of the school and what she wants people to know about her during a press conference on Jan. 18 and 19.

Although she admitted that “being in the spotlight” was why she almost turned down the job, Dunneback said that she is adjusting to her role as principal as she continues to seek out connections with students in particular.

“The first few months have been very exciting, very, very fast, new and challenging,” Dunneback said. “There is so much to learn when you are sitting in the principal’s chair. I am a teacher at heart and I pride myself on my relationships with students. I like to be pretty down to Earth, open and approachable. I think the kids are starting to learn that. I will walk up to kids in the hallway and the cafeteria and strike up a conversation, and I hope doing this will make students feel more comfortable talking to me.”

Dunneback tries to focus on what is most important each day, but said that she dedicates her time to what is needed in the moment and meets with as many students as she can. She walks the halls, visits the lunchroom and even goes into the gymnasium during holding periods to be around the students.

She also visited classrooms last semester to learn a little more about what goes on each day.

“The students were compliant to the learning,” Dunneback said. “They were quiet for the most part, and they looked as if they were absorbing everything that was flying at them. The sad part was that they were just sitting there. But teachers have had to adjust how they teach due to the pandemic and the guidelines for keeping everyone safe.”

Dunneback went on to talk about some of the other challenges of running a school during the pandemic.

“It’s hard to run a school under these conditions,” Dunneback said. “For example, I don’t love [these masks] at all, but it’s my job to wear it and to tell you to wear it. We never want to go back to remote learning. We want you in the building as much as possible and the administrative team is doing everything it can to ensure that.”

Another way that Dunneback tries to connect with students is through her “Are You With Me?” videos that she sends to students.

“Are You With Me?” became her catch phrase by accident during the filming of her first videos, a phrase that she continues to use to try to bring the community even closer together.

As she began creating videos with her daughter Clare’s help, Dunneback would stop periodically and ask “Are you with me?” and Clare would ask her who she was talking to.

“I told Clare that I was talking to the students and I decided that this would be my catch phrase,” Dunneback said. “I want the students to know that I am with them and I am trying to build a place that is exciting for them, a place to come where you will make great memories.”

In addition to her videos, Dunneback started a podcast this year called “Inside Marist” where she hopes to document the inner workings of the school through interviews with various members of the community. She wants people to talk about faith, our mission, clubs, sports and any other aspect of school life they find important.

Dunneback’s podcasts are available at www.marist.net. Her first interview was with Larry Tucker ‘79, the current school president and her second with Br. Rich Grenier, now in his 53rd year here and his 57th year as a Marist Brother.

“I’m a huge fan of podcasts and I look forward to hosting conversations with people on the inside so our listeners can get to know more about this home away from home we call Marist,” Dunneback said.

When interviewed for the October issue of the Sentinel, Dunneback indicated that family spirit is the Marist pillar the administrative team chose to focus on this year. At the press conference, she said that the pillar boils down to making sure that all are welcome and stressed the importance of recognizing the diversity in our community.

“I think that the more we really get to know different types of people, the more that we can be open to them,” Dunneback said. “I think doing this equals family spirit and that’s not just a theme for this year, but for always.”

Following the press conference, Tucker praised the work that Dunneback has done in terms of upholding the family spirit pillar this year.

“Mrs. Dunneback wants families to know that she cares and loves their children; Marcellin Champagnat was keen on telling the brothers to love their students before they can teach them,” Tucker said. “She is trying to get to know as many students as she can; she is very visible around the building. Mrs. Dunneback has a ‘Marist’ heart which was one of the main reasons that the committee felt she was the best person for this job.”

Dunneback also talked about the changes that have taken place here in the 20 years since she taught in the English department. She was one of the faculty members who helped the late Brother Vito Aresto develop the Marcellin Program. As principal, she is happy to see that the program is going strong.

“The Marcellin Program has blossomed into a successful program that helps meet the varying needs of students in terms of how they learn,” Dunneback said. “We need to continue to make sure that students in that program who learn differently do not feel inadequate or unable to succeed academically.”

Dunneback pointed to the revision of the grading scale during the first semester as another important change. She said that the administration had discussed doing this before she was here and before the pandemic, and it was “just a matter of making the move to do it.” The decision was made, she said, to help as many current students as possible as they apply to colleges and compete for scholarships.

Dunneback notes that today’s students have a greater variety of job pathways and thinks college is an important step toward preparing for those opportunities.



photo by John Gunczy

Principal Meg Dunneback meets with the Sentinel staff in room 126 on Jan. 18 to discuss her first months on the job. Dunneback also shared the hopes she has for students and her vision for the future.

“I believe in the four-year degree, and I think [students] should go for it and get it,” Dunneback said. “The path that many will take and what we need to set them up for success looks wildly different today than it did when I was in school. I think that’s one of the challenges of the vision of Marist, to keep up with the times and live up to our reputation of preparing students for success. People come here for that reason.”

Still in touch with one of her favorite teachers, Dunneback also talked about the importance of having mentors in life.

“I believe in mentors, so when you find them in your life, I think you should hang on to them,” Dunneback said. “One of my mentors is a former teacher from grade school who continues to influence me today. My mentor worked with my mom, who was also a teacher, and he became friendly with me and my three siblings. He is a part of my family’s life today.”

Dunneback also shared that she did not intend to go into teaching.

“I was an English major and wanted to write,” she said. “I did an internship at a television station and I liked to golf, so I thought I would write sports news for radio or television. In those days, there were few women in broadcasting. My mom kept telling me to get my minor in teaching because it’s a great thing to fall back on.”

It was not until she did student teaching that Dunneback changed her mind.

“My friends were going out at night and I was showering and going to bed because I had to teach at 7:30 in the morning,” Dunneback said. “I remember calling my parents and telling them I was going to drop it, but they talked me into continuing. Eventually, I really liked it. I got a job teaching in Chicago, left my family in New York, and that’s my story. Sometimes your plans change.”

One of Dunneback’s concerns is how much pressure students put on themselves to do well in school.

“I want students to realize that there’s no such thing as perfection and that it’s important to have a good laugh, so spend time with people who make you laugh.”

Dunneback ended with a reminder that her door is always open for students and with what she believes is important advice for them.

“Don’t be afraid to fail,” Dunneback said. “Don’t be afraid to adjust the sails. You’re not going to get it right the first time and you are going to change your mind a lot. Anything you’ve ever done that was hard in life was probably the something that you learned the most from.”

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Theatre Guild presents “Joseph” as spring musical

Leah Kane
sophomore reporter

The Marist Theatre Guild will present “Joseph and the Amazing Technicolor Dreamcoat” as this year’s spring musical. Performances will take place on March 24 and 25 at 7:30 p.m. and on March 26 at 1:30 and 7:30 p.m. at Morgan Park Academy’s Baer Theater.

The musical is based on the Biblical story of Joseph, son of Jacob and one of 12 brothers. Jacob gives Joseph a coat as a symbol of Joseph’s favor in the family. This makes his brothers very jealous and they turn against him, deciding to sell Joseph into slavery and tell their father that he has died.

Joseph eventually works for a powerful Egyptian named Potiphar, but he encounters many difficult situations and ends up in jail. In jail, Joseph interprets the dreams of his cell mates. Joseph’s gift helps Egypt prevent a devastating famine, and he returns to his hometown as the second most powerful man in Egypt.

Last year the Theater Guild performed “Singing in the Rain.” Due to continued difficulties with COVID, they had to record and stream the performance to audiences instead of performing it live. The previous year, the musical was cancelled altogether due to the start of the pandemic and remote learning.

“I’m so excited to be in front of a live audience for this upcoming musical,” sophomore Sarah Moran said. “Although it was an interesting experience to stream our performance, half the fun of theatre is in seeing the reaction of the crowd.”

Senior Owen Gainer and junior Andrew Crisp play Joseph, while the part of the narrator is shared by seniors Rebecca Jackson and Donna Bruinis, junior JoJo Martin and sophomore Kathleen Godsel.

Members of the school band will perform the musical score.

“The students enjoy hearing us play during football season,” sophomore band member Christina Misura said. “I think playing along to the plot of the musical will engage the audience and help them to feel the emotions of the scenes.”



photo by Faith Harper

The “Joseph” cast gathers in the RedHawk Theatre before rehearsal on Feb. 1. Performances will be held March 24-25 at 7:30 p.m. and on March 26 at 1:30 and 7:30 p.m. at Morgan Park Academy’s Baer Theater, 2153. W. 111th St. in Chicago. Tickets are \$5 for students, \$15 for general admission.



photo by John O’Shea

Sophomores Kathleen Godsel (left) and Addison McBride (right) practice their dramatic duet “Women in Flames” after advancing to sectionals by placing fourth at regionals on Feb. 5.

Gainer advances to speech state finals

Jordan Mighty
senior reporter

Senior Owen Gainer will represent the RedHawk speech and acting team at the IHSA state finals this Saturday in Peoria after winning sectionals in humorous interpretation on Feb. 12. Gainer also won the category at regionals the week before.

“I’m obviously thrilled to have made it to state, but I wouldn’t have been able to advance if it wasn’t for the support and love of my teammates and coaches,” Gainer said.

Junior Kelly Stevens was regional champion in special occasion speaking, and Gainer and Stevens took second place in humorous duet acting. Also placing at regionals were junior Emma Fishback (third place-original oratory), senior Maureen Bradley (third place-poetry reading) and sophomores Kathleen Godsel and Addison McBride (fourth place-dramatic duet acting). McBride also took second place in dramatic interpretation.

The team placed fourth overall at regionals for the second year in a row.

Head coach Samantha Cullen reflected on how this season was significantly different as the team returned to performing live in front of the judges and their fellow competitors at tournaments.

“This is our first time competing in person in two years,” Cullen said. “Last year, we would upload videos and compete using Zoom. This was our most successful season in a while and I am happy because coming back to live competition was a big adjustment.”

Andrew Crisp, who looks forward to competing as a senior next year, reflected on the benefits of joining the team.

“Being on the team has provided me with a space to show my creativity,” Crisp said. “I am able to write my own pieces and perform them. It is a great environment and a fun place to be. The team helped me grow more confident and I would love to share this to help us gather more members by the time I graduate next year. I also hope to make it out of regionals next year.”

How'd You Get There?

Career Panel

Music Producer, Cardiac sonographer, Visual Artist, Permanent Cosmetologist, Financial Services Manager

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In-Library & Zoom

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If you are a writer, an artist, a photographer, or a graphic designer, please submit your work to be published in

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Submissions can be sent to: amato.tracy@marist.net

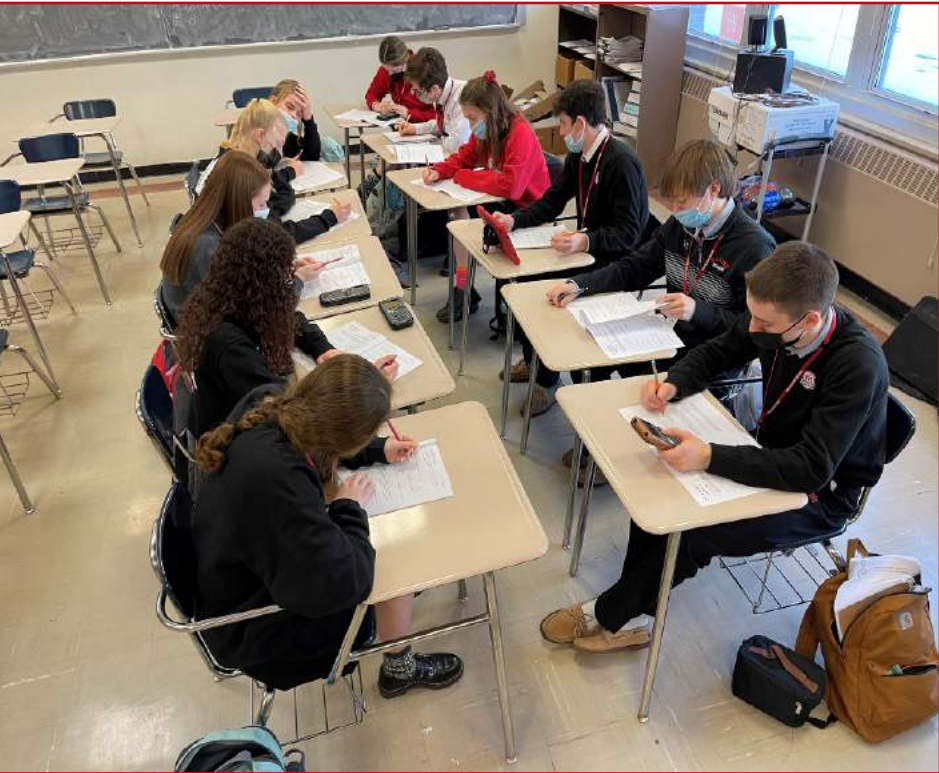


photo by Delaney Powers

The RedHawk varsity math team practices after school on Monday in preparation for their upcoming regional meet on Feb. 26. Both the regional and state competitions will be remote this year.

Math team adds to successes

Jenesia Diaz
senior reporter

With practices held four days a week after school under the guidance of coaches Owen Glennon and Jeff Nicholson, the RedHawk math team is preparing for the upcoming Illinois Council of Teachers of Mathematics (ICTM) regional meet.

The RedHawks placed first at in-person Catholic League competitions hosted at Montini on Oct. 16 and Mother McAuley on Nov. 13. The league cancelled the Jan. 15 meet because of concerns over the uptick in COVID cases in Illinois at that time.

“Our main goal every year is to make it to the state competition,” Nicholson said. “We finished in the top 10 last year and with the crew that we have on the team, I anticipate that we would go on to state.”

Junior Walter Fleming shared his goals for this year’s math team season.

“This season I hope we win regionals and place in the top five in state as a team,” Fleming said. “Last year I placed fourth at

regionals in geometry, but this year I’m going for top three. I hope to help the team in whatever way possible to accomplish these goals.”

Senior Kelly Hughes, another top student at previous regionals, hopes that the team will continue its winning tradition and that she will be a good leader for her teammates.

“At practice, we focus on more difficult problems that are likely to end up on [competition] tests,” Hughes said. “We practice to make sure that we feel comfortable working together and are an efficient team.”

The road to state begins with the ICTM regional meet on Feb. 26. which is being held remotely. Teams that win and individuals with high scores advance to the state finals in May, which will also be held remotely.

“I think the atmosphere of in-person competition makes it feel a little more serious,” Hughes said. “That’s why it’s important that we get used to competing virtually so the team can still perform at its best.”

Academic team first in Catholic League

Kaylee Frederking
senior reporter

The RedHawk varsity academic team record stands at 11-1 for the season, placing them first in the South Metropolitan Scholastic Bowl League.

The team’s only loss came against Fenwick.

Head coach Jeff Nicholson has coached the academic team for over 25 years and continues to take great pride in his work.

“[Coaching] is a lot of fun and you get to know the students better,” Nicholson said. “I think everybody realizes it is not always about winning, it is about being a part of a group that gets together and has fun.”

Senior Mark Viz has been on the team for four years and he says that this year is one of the best.

“I have had a great time with the team and I’m proud of what we have accomplished,” Viz said. “I gained so much additional knowledge that I would not have gotten in my normal classes.”

Senior Patrick Maxwell is also grateful for the opportunity to compete with the team for four years.

“It has been a great experience being able to do something that is fun and does not revolve around pressure of schoolwork,” Maxwell said. “I think everyone has fun on this team.”

To prepare for competition, the team practices together by going over questions used in previous competitions from a wide variety of academic subjects. Viz tries to keep a positive mindset during the competition and remember his previous knowledge.

“During the competition I try to keep in mind all the books I’ve read for English classes, the names of scientists I’ve heard about in chemistry or physics, tricks I’ve learned in math and so forth,” Viz said.

Maxwell said that he and his fellow seniors are especially looking forward to regionals next month.

“Playing with the other seniors the past four years has been great and I am excited to see how far we get,” Maxwell said.



photo by Billy McNicholas

Members of the RedHawk academic team practice with coach Sean Maxwell after school on Feb. 1. The team’s next competition is IHSA regionals on March 7, location TBA by the IHSA.

New clubs invite all students to celebrate ethnic groups

John O’Shea
junior reporter

The past few years have seen an emergence of new ethnic appreciation clubs in American high schools.

Joining the long-established French and Spanish clubs is Latinos United, which started meeting this month, and the Polish Club.

The interest in starting Latino’s United came mainly from upperclassmen, and faculty members Clara Martinez and Elana Sitrin serve as the moderators

“Adolescents can go through a lot of identity searching, and having a safe space to discuss their culture is important,” Martinez said.

Latinos United meets on Wednesdays at 3 p.m. in room 222.

The club seeks to promote knowledge and discussion of Latino cultures, and is open to everybody who wants to know more about Latino culture.

The Polish club, established last semester, also seeks to educate its members about Polish culture, such as Polish television and music.

The club meets every Tuesday morning at 7:45 a.m. in room 225 and is moderated by Br. Sam. Many members speak Polish, but it is not necessary to understand the discussions.

Upcoming events the club is planning are a pączki sale for Fat Tuesday, and a water balloon fight around the Easter season, which is a tradition in Poland that conventionally takes place on Easter Monday.

“Starting a cultural appreciation club is a great way to connect with others, take initiative and show leadership, and validate an important part of your identity,” Kate Sundquist, a writer at CollegeVine said in her blog post titled, “Cultural Appreciation Clubs.”

Sunquist adds that educating others about different cultures is increasingly important as society becomes more diverse.



photo by Jenesia Diaz

Principal Meg Dunneback visits the first meeting of the Latinos United Club on Feb. 2. Latinos United and the Polish club are two new clubs formed this year to celebrate different ethnic cultures.

THE
SENTINEL



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In the event the *Sentinel* publishes an error, a correction or retraction will be published in the following issue.

Angelou deserves honor by U.S. Mint

Even eight years after her death, Maya Angelou continues to make history having been named the first Black woman to appear on a U.S. quarter.

Angelou was an American poet and civil rights activist best known for her 1969 memoir “I Know Why the Caged Bird Sings,” which made literary history as the first non-fiction bestseller by a Black woman.

Angelou received several honors throughout her career, including two NAACP Image Awards in the outstanding literary work non-fiction category in 2005 and 2009.

Her poem “Phenomenal Woman” has served as an inspiration to generations of women. The poem spreads an important message that empowerment comes from being confident in your own skin, no matter if others do not see you as cute or fashionable. Angelou published this in 1978 in “And Still I Rise,” a collection of powerful poems that have been used by different groups involved in protest and political issues around inequality.

Angelou is the first of five women to be featured on the quarter in 2022 as part of

the American Women Quarters Program. The program was authorized by an act of Congress in 2020, which directs the Secretary of the Treasury to produce five quarters per year until the end of 2025 representing “the accomplishments and contributions” of a range of American women in various fields related to politics, science and the arts,” according to Annabelle Timsit of the *Washington Post*.

This year’s other honorees are Sally Ride, the first American woman in space, Wilma Mankiller, a Native American activist, Nina Otero-Warren, a leader in New Mexico’s suffrage movement and Anna May Wong, the first Chinese-American film star.

U.S. Treasury Secretary Janet L. Yellen told NBC News that each time the currency gets redesigned, [Americans] have the chance to say something about our country, our values, and how we’ve progressed as a society.

The quarter was created by designer Emily Damstra and artist Craig A. Campbell. It shows Angelou with her arms raised, a bird flying and a rising sun behind her on one side with a portrait of George Washington on the opposite side.

Angelou was presented with the Presidential Medal of Freedom in 2011 by President Barack Obama, who called Angelou one of the brightest lights of our time, a brilliant writer and a truly phenomenal woman.

In an interview with Livia Albeck-Ripka of the *New York Times*, U.S. Rep. Barbara Lee said she continues to cherish the moments she shared with Angelou discussing the challenges Lee faced as a Black woman in elected office. Lee said that people who find themselves holding a Maya Angelou quarter, should remember her words, ‘Be certain that you do not die without having done something wonderful for humanity.’

While many will celebrate the first Black woman to be featured on a quarter, others remain focused on a separate effort to add abolitionist Harriet Tubman to the \$20 bill, an effort first launched when Obama was president that has been revived by the Biden Administration.

As these efforts continue, there is no question that Angelou is deserving of this honor as she continues to inspire future generations through her literary legacy.



Addressing the underrepresentation of Black women in STEM

The 2016 historical drama “Hidden Figures” shined a light on black female scientists, Katherine Johnson, Dorothy Vaughan and Mary Jackson, who completed NASA calculations necessary for several space missions including the moon landing. This film provides a glimpse into the underrepresentation of black women in fields of Science, Technology, Engineering and Mathematics, or STEM.

Many other “hidden figures,” or women of color who contributed to and sustained different fields in science and mathematics, have had a major impact on the world of STEM and academia.

For example, African American chemist Alice Ball developed the most effective method of treatment for leprosy during the early 1900s. African American biologist Jewel Plummer Cobb contributed immensely to the field of cancer research by studying cures for melanoma to see if they would apply to other types of the disease.

The successes of Black women in the field often go unnoticed, and this lack of

recognition discourages other Black women from pursuing STEM pathways.

A 2017 article by Ebony O. McGee and Lydia Bentley explains that the low number of Black women in STEM college courses is due to the limited STEM course offerings in the low-income schools that students of color disproportionately attend.

Many Black undergraduate women in STEM majors experience toxic environments and report feeling isolated and excluded due to pervasive racial and gender stereotypes.

Statistics from the National Science Foundation show that Black women hold 2% of jobs in the science and engineering fields compared to white women, who hold 20%. While both women and minorities face serious underrepresentation, Black women face this injustice doubly as an intersectional issue of both gender and race.

One aspect of this injustice is the wage gap, as described in a 2021 Pew report by researchers Richard Fry, Brian Kennedy and Cary Funk. An analysis of the earnings of full-time, year-round workers aged 25

and older in 2019 shows that Asian men earned \$103,000 and white men earned \$90,600, while white women earned \$66,200 and black women earned only \$57,000.

However, there is hope. Several organizations are working to encourage women of color to pursue careers in STEM fields. One such organization, Black Girls Code, works to create an environment where girls of color can learn coding skills and computer science.

According to an article by Maryville University, one important event encouraging women of color in STEM careers is the annual U.S. Women of Color STEM Conference, which brings women of color from different STEM fields together and holds exciting and helpful events every year, including awards ceremonies and networking opportunities.

By creating and supporting organizations and events such as Black Girls Code and the U.S Women of Color STEM Conference, we can help increase the number of Black female scientists and raise awareness for other “hidden figures” in STEM fields.

Coping with seasonal affective disorder

John O’Shea
junior columnist

Seasonal affective disorder, known commonly by the acronym SAD, affects many people at this time of year. According to the Mayo Clinic, symptoms include oversleeping, weight gain, low energy, a general lack of interest or enjoyment in regular activities and negative thoughts.

Though SAD is commonly connected to the winter season, one’s work environment can also be a factor.

SAD negatively affects people’s motivation because they often find it more difficult to concentrate at school or at work.

According to a study published by the American Journal of Public Health, 88% of people suffering from SAD report a significant inability to complete their work. 23% reported extreme daytime fatigue. This causes many people to call in sick, with the highest rate of calls occurring in January.

Obviously, missing school is not great for students. It causes work to pile up and results in even greater stress for the student. Although there are many factors that can lead to SAD, the school environment can play a part in combating the negative effects of this very real disorder.

Counselors checking in on students is the best way to recognize and address students suffering from SAD. Having at least one appointment with a counselor during the winter months is a great way to gauge one’s motivation. Students who have also been diagnosed with depression, anxiety or both are especially prone to SAD. These students in particular should be seen regularly by school counselors or even outside therapists.

Changes in the classroom can also help students who suffer from SAD. Exposure to light has proven an effective treatment, because deprivation of sunlight at this time of the year is a primary cause of this disorder. Well-lit classrooms and keeping the blinds open when the sun makes

its rare winter appearances can help combat the disorder.

Scheduling brief breaks during class also helps. These pauses help students and teachers alike as they alleviate feelings of being overwhelmed. Students should be encouraged to get up, stretch and move around periodically during each class.

Exercise also helps a great deal. Although the weather can make it challenging to get outside for the amount of exercise we need, going for a walk at the mall, working out in a gym or taking part in a winter sport twice a week is a great way to try to ease the symptoms of SAD.

The Kidshealth.org website also encourages students to approach their teachers for help if they are having trouble getting homework done or understanding material. Talking through negative feelings with friends and family members is also recommended.

SAD can make winter feel like it will never end, but it will. Luckily, there are ways for all of us to cope.

Elvis and gangs in Chicago

Kevin Cardinale
junior columnist

It is no secret that gang violence is common in Chicago.

Elvis Presley’s hit song “The Ghetto” encapsulates the struggle of young men who lose their lives to gang activity, especially in Chicago.

“The Ghetto,” originally named “The Vicious Circle,” tells the story of a young man who gets caught up in gang violence. The song ends with the same lyrics as it begins with, indicating that the cycle of young men growing up poor, resorting to gangs and being killed does not stop.

“The Ghetto” was written in 1969. Today, there are 100,000 gang members in the city of Chicago with members as young as 13, according to ABC News.

Gang violence is as bad as ever in Chicago, and the cycle of young men living and dying surrounded by gang activity has been ongoing since the 1960’s.

When songwriter Mac Davis was five years old, he could not understand why his best friend had to live in a bad neighborhood while he lived in a better one. He told reporter Dave Paulson from the Tennessean that he had always wanted to write a song about the “vicious cycle” of a kid growing up without a father figure, falling in with the wrong people, getting killed and being replaced by another kid.

The song he would write turned into one of Elvis Presley’s biggest hits as it attempted to draw attention to the issue.

“People don’t you understand?” Presley sang, “A child needs a helping hand, or he’ll grow to be an angry young man someday.”

Evidently, Presley’s message was ignored. In a 1984 interview with the Chicago Tribune, Commander Edward Pleines of the Chicago Police Department said that although there were gangs in the 60’s, they had become more violent and there was more killing over a larger area.

The numbers did not stop in the 80’s though. According to an article from Axios Chicago, there were 777 homicides in Chicago in 2020, up 40% from 2019. As violence continues to grow, many have questioned the cause for the uptick in Chicago, where the rate of violent crimes is 164% higher than the national average.

According to a report from WGN News, Chicago hit a turning point in 1960. Many communities saw the city moving money from their neighborhoods to downtown areas, according to historian Rich Lindberg. Once successful factories and businesses followed the money and left these communities, taking jobs with them. The quality of schools dropped, many young men resorted to gangs and the cycle continued.

It is easy to hear a song on the radio about a young man who is killed after growing up poor and say “someone should do something about that.” However, finding a solution is difficult considering it has become a constant cycle in Chicago for over 60 years.

On the bright side, Mayor Lori Lightfoot seems determined to put an end to the cycle by suing gangs as another way of holding them accountable for violence they commit.

It is time to break the cycle of violence in our city once and for all.

photo opinion

compiled by Molly Eklund and Anna Smetek

What new course would you like to see offered at school and why?



George Marinopoulos
freshman

Greek mythology because learning about Greek gods and goddesses would be interesting. It would be fun learning about another culture’s past and there are so many books written about mythology.



Autumn Veal
sophomore

Home economics because our student could benefit from learning everyday skills like cooking, sewing and housekeeping. These are skills that will follow us for the rest of our lives.



Kamryn Chaney
junior

I would like to see a Mandarin Chinese class in the future. This is a growing and upcoming language in 2022 and it would help us to broaden our knowledge about Chinese and Asian heritages.



Annie Nolan
senior

Sign language would be beneficial because it would prepare students for working with deaf colleagues in the workplace. This teaches students a new skill that will enhance their academic careers.

Investing in happiness

Leah Kane
sophomore columnist

Since the beginning of public opinion research, scholars have been trying to answer the question of whether or not money can buy happiness.

Over the past few years, new studies have given people a much deeper understanding of the connection between what they earn and how they feel.

Although there are varying results, I believe that money does not buy true happiness and may even take people out of touch with reality.

Once income reaches a certain level and basic needs for food, safety, health care, and shelter are met, the positive effects of money may become offset by the negative. Many may continue to work jobs they do not genuinely enjoy because of the paycheck. They may even feel pressure to work longer hours, which takes time away from their loved ones at home.

According to psychology surveys conducted at the University of Nebraska, the fondest memories are made at home, doing day-to-day activities with family and friends.

Those who are not caught up in wealth and material goods may spend more time making experiences and learning valuable life lessons. If wealthy families feel a sense of entitlement, they will steer away from others with lower income and only associate with those similar to them. This division takes away the opportunity to learn from others and see the world from different perspectives.

Chris Barrington-Leigh, a professor in McGill’s Bieler School of the Environment, explains that people who are comfortable and free to enjoy life in a strong, genuine community are happy, regardless of whether or not they are making any money.

Buying material items, such as the newest iPhone, may make someone excited at first. In time, they will become used to accumulating these goods, leading them to

constantly desire more. This is likely to lead to discontentment.

Sociology professor Juliet Schor notes that humans rarely look to downgrade or simplify. It is in our nature to accumulate and build upon what we already have.

Many families with a high net worth report feeling a sense of isolation. The higher the wealth, the worse it gets.

The rich and famous can struggle with mental health issues. Those with less often invalidate the feelings of the rich because of their “great” circumstances. It can be difficult to feel sorry for someone who can buy anything they desire, but people need to remember that their perspectives of the rich can be wrong. Recent studies show that people with higher average incomes are 4.5% more likely to commit suicide. Clearly, money does not directly correlate with happiness.

We enjoy happiness by forming genuine relationships with each other, spending time in nature, and being grateful for what we have.

Diversity, inclusion work ongoing under Hayes’ leadership

Jenesia Diaz
Faith Harper
senior reporters

To further exhibit different aspects of her role, Director of Diversity, Equity and Inclusion LaToya Hayes is offering workshops for teachers and staff members to teach on difficult topics that may arise in and outside of the classroom regarding race, ethnicity, sexual orientation and other issues. Hayes has also stepped back into the classroom to give students an opportunity to learn what faculty members have been introduced to these last few months.

After going through some sessions with seniors and juniors in their Hawk Halls, Hayes has positive thoughts on the outreach of the program.

“The presentations are going pretty well considering this is the first time that I’m offering them to students,” Hayes said. “I finished the juniors before Thanksgiving break and I’m wrapping up the senior sessions now, and overall I am pleased with what we’ve accomplished so far.”

Hayes continues to further the actions being taken to improve the diversity, equity and inclusion within the community of the school.

“Right now we’re focusing on the educational piece,” Hayes said. “I’m just making sure that the members of the Marist community are familiar with the terminology behind the issues, especially diversity, equity and inclusion. [During the sessions] we have also been able to get into discussing unconscious biases and microaggressions.”

To help with understanding the concepts, Hayes offers exercises and activities to the attendees.

“So as of now, there is no homework,” Hayes said. “As I’m going through the sessions, I’m constantly thinking of little

ways that I can assess the students in the future. I am actually working with a survey to share with the students before [the end of the year] just to see what they remember from the presentation.”

To prepare for each workshop, Hayes uses techniques that she used as a Spanish teacher.

“[Due to my] being a former teacher, I made a lesson plan for my juniors and seniors because the lessons were very similar,” Hayes said. “It will be modified for the freshmen and sophomores, but I have been pulling from the resources that I used with the faculty and staff to make sure that we’re all somewhat on the same page.”

Most of the students who sat in the Hawk Halls during these sessions believed that the workshops were helpful and educational.

“Ms. Hayes does a good job of explaining things,” senior Catherine Ayala said. “Some activities that we did were group discussions where we shared a time when we felt included and excluded, and I

“...this stuff is incredibly important. I still make mistakes but you pray that you have the courage, knowledge or ability for the next moment and try to do better.”

**--Mr. Nick Billone
English teacher**

appreciated the fact that she took the time to plan all of it out to help make a more welcoming community at Marist.”

The students were not the only ones who appreciated the workshops. Faculty members also had positive things to say about the experience.



photo by Delaney Powers

Director of Diversity, Equity and Inclusion LaToya Hayes visits a Hawk Hall to share a slideshow presentation explaining actions that students can take to make school environment more welcoming to all.

“I’m absolutely going to attend more sessions,” English teacher Nick Billone said. “I think this stuff is incredibly important. I still make my mistakes, [but] you pray that you have the courage, knowledge or ability for the next moment and try to do better.”

Religion teacher Brigid Wolff states that she is grateful for these workshops since they help her to grow as she learns more about concepts like microaggressions.

“It’s not a concept that you master and then you’re done,” Wolff said. “Just because I understand what a microaggression is doesn’t mean I’m done with it. For example, students of African descent may or may not know what part

of Africa their ancestors came from, so it’s a microaggression to ask that question. I’m working and trying to be better, but there’s always going to be more to do.”

As she continues to work with faculty and students, Hayes aims to make sure that all voices are heard and that people’s stories are shared.

“Those who have attended previous sessions have genuinely appreciated the opportunity to have a safe space to engage in,” Hayes said. “I want to give [the Marist community] the opportunity to ask questions without feeling embarrassed. It is important to ensure that each person feels welcomed, supported and like a genuine member of this community.”

Club celebrates hairstyles

Kamron Beal
sophomore reporter

Rooted Paradise, a club focused on learning the diversity of all types of hair styles, from straight to curly, coils to corn rows. The club focuses on the importance of being comfortable in your own skin and knowing your hair.

The club was formed by senior Faith Harper to create a space where students could talk about their hair struggles and learn about their peers’ struggles.

“I’ve always struggled with accepting my hair, but it wasn’t until I saw people I looked up to embrace their hair which made me want to do the same,” Harper said. “Through Rooted Paradise, I could at least create the same experience that I went through when realizing that my hair is not a burden but a blessing.”

The creation of the club’s name points to a connection between plants and humans.

“Everyone has roots like plants, and our roots are our intelligence,” Harper said. “The name was chosen because if a plant is not watered, it would not grow. The same goes for our knowledge. The purpose of the club is for students to come and expand their knowledge. We can be rooted in our paradise by connecting with each other through the stories we tell.”

The club meets at 3 p.m. in the Tribute Room every other Wednesday.

Another benefit of joining Rooted Paradise is that the club has opportunities to speak with different hair brand ambassadors via Zoom, and members can enter raffles to win different hair products.

“I chose to join the club because I felt it was an important representation for people of color,” senior club member Kennedy Tate said. “It can be hard to feel confident in your own skin when others don’t look like you or understand your differences.”

Rooted Paradise welcomes and encourages all students to join, regardless of gender or ethnic background. Harper points out that many teenagers struggle with their hair or other issues related to their physical appearance and could use extra support. Not everyone knows how to deal with bad hair days or starting the process of changing to a different hairstyle. Members of the club are asked to bring their questions and concerns as they share and learn in a safe, nonjudgemental environment.

“Rooted Paradise helps you break open from your shell, and we hope members will learn to love themselves more while helping others achieve the same,” Tate said. “What I love most about the club is how comfortable we all are together. We’re able to have conversations, and not just about hair, but about our private lives. Everyone attending really listens and this encourages others to share their stories.”

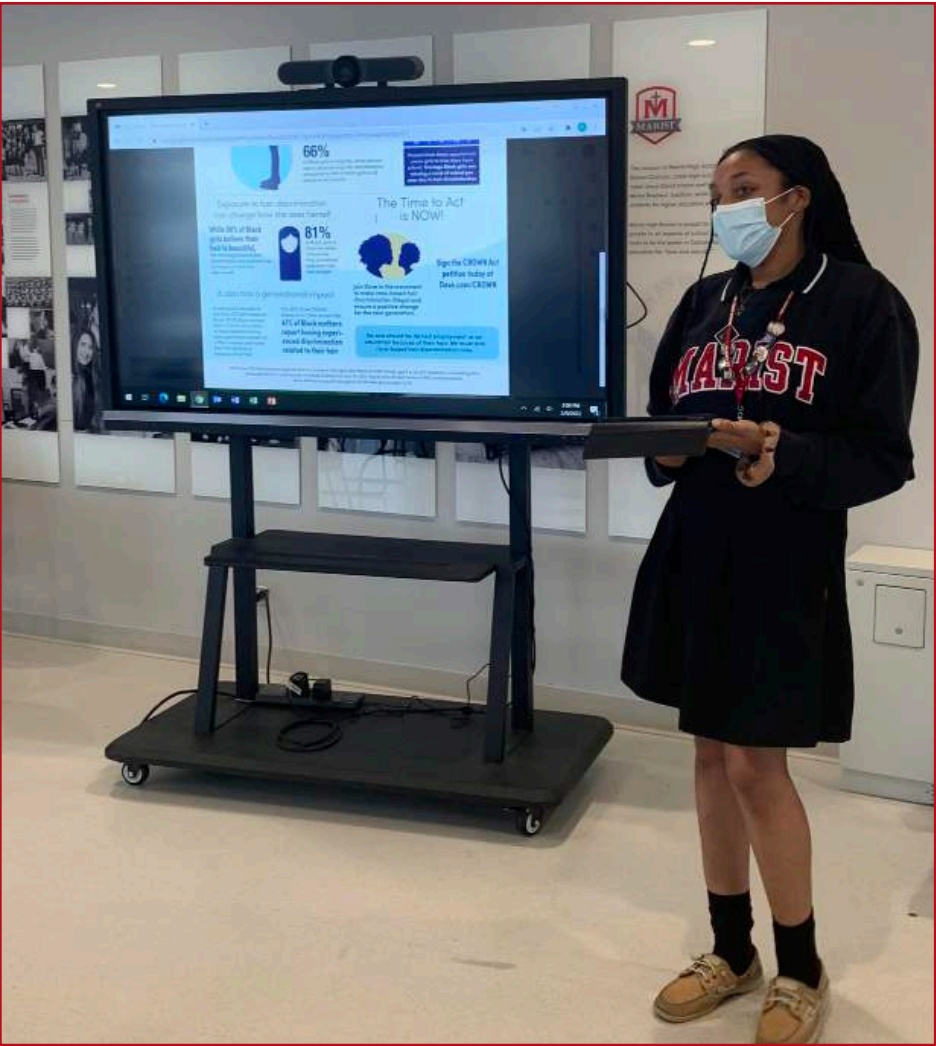


photo by Kaylee Frederking

Rooted Paradise club president Faith Harper gave a presentation on hair discrimination and its effects on high school students on Feb. 9. New members are encouraged to join by attending meetings every other Wednesday at 3 p.m. in the Tribute Room.

JV cheer wins state, varsity takes second

Katelyn Finley
senior reporter

The RedHawk cheerleaders finished the 2021-2022 competition season with the junior varsity taking first place at the Illinois Cheerleading Coaches Association (ICCA) state finals on Jan. 9.

The varsity squad followed with a second place finish at the IHSA state finals on Feb. 5 after winning sectionals the week before.

“I have never experienced high school cheer,” sophomore Autumn Veal said. “So being able to go to state and win feels unimaginable. I still can’t believe it happened. When I heard them announce our names for first place, my heart stopped.”

Both the JV and varsity squads competed virtually last season due to the pandemic.

“Last year was a really different and difficult season,” sophomore Anna Connor said. “Our competitions were online, meaning we filmed our routine and submitted it for judging. Results were posted in a video within the next few days.”

Since the cheerleaders were only able to compete virtually last season, there were many restrictions on what they could and could not do. For example, they were not able to perform stunts. This year, both squads focused on bringing back stunts to help make their routines more outstanding.

“We were, given COVID guidelines, able to have contact again this season which allows us to have a more normal style routine again,” varsity head coach Jordan Miller said. “For the 2022 season we were able to include pyramids and transitional elements with athlete to athlete contact back into our routines.”

The seniors are especially happy with this season’s results and that they were able to end their RedHawk cheerleading careers at live competitions.

“Getting second at state was such an accomplishment, especially being able to do it with such an amazing group of people,” senior Gianna Granat said. “It was such a great feeling to walk across the stage and see all of our hard work and dedication over the past four years finally pay off. We are all very proud and we know we went out there and did our best.”



photo by Hannah Doyle

BRINGING HOME THE HARDWARE: The RedHawk varsity cheerleaders show off their trophy in the cafeteria after taking second at the IHSA state finals on Feb. 5. The squad won sectionals this year. In January, the JV team won the Illinois Cheerleading Coaches Association (ICCA) state final competition.



photo by Molly Eklund

Senior Kaleigh Sheerin attempts a strike on senior night, held at Arena Lanes on Jan. 25. Due to updated COVID-19 restrictions, the RedHawks competed virtually in January, finishing the season fifth out of the 11 teams in the Girls’ Catholic Academic Conference.

Back to virtual bowling for girls’ team

Emma Fishback
junior reporter

The RedHawks girls’ varsity bowling team started the 2021-2022 season with wins against De La Salle on Nov. 29 and Regina Dominican on Dec. 2.

Another razor thin victory followed when the team defeated Mother McAuley on Dec. 9. The RedHawks ended the day with an cumulative score of 2073 points, beating McAuley’s score of 2072 by one point.

“We face a lot of good teams in our conference but Mother McAuley is always our biggest competition,” varsity girls bowling head coach Kate Crane said. “They always have a strong team and we enjoy the friendly neighborhood rivalry.”

In January, matches went virtual again, which Crane said made for a significantly different experience for the team because they could not travel or compete in person.

“In virtual meets, we play alone and then I report our scores to the Girls’ Catholic

Academic Conference (GCAC),” Crane said. “When we bowl virtually, we miss out on the camaraderie that exists between the girls on the other teams and their coaches, but we still make the best of it.”

In back-to-back tournaments on Jan. 3 and 6, the RedHawks placed fourth, averaging 631 and 658 points, respectively.

Junior Alexis Dunaway led the RedHawks, scoring 158 and 156.

“I have seen some great team growth since freshman year,” Dunaway said. “I believe our varsity placed ninth at one of these tournaments my freshman year. This year, we placed fourth.”

The team finished seventh out of 11 teams at the GCAC on Jan. 29. Juniors Alexis Dunaway and Hailey Nelson and freshman Maggie McDermott were named all-conference athletes.

The RedHawks did not advance from regionals on Feb. 5, although Dunaway did advance individually to sectionals.

The team ended the season ranked fifth out of the 11 teams in the GCAC.

Poms season ends at sectionals

Anna Smetek
sophomore reporter

The varsity poms competition season ended at sectionals on Jan. 22 when the team missed taking sixth place by less than a point. Although the Redhawks did not advance to state, the team worked hard to perfect their contemporary jazz routine throughout the season.

Head Coach Krista Placas and assistant coach Ashley Kosciolk are proud of how much the girls have improved individually and as a team.

“This team is very resilient,” Placas said. “We have experienced various challenges throughout the season in the midst of the continuing pandemic, and the dancers continued to thrive despite the struggles.”

Placas credits seniors Olivia Arp, Carsyn Gudino, Princess Offord and Lizzy Schmidt with working hard to motivate the dancers to push through challenges.

“They helped a great deal in terms of adjusting choreography and bringing more musicality to our routine,” Placas said.

Like many other teams this year, this was the first time many members competed in person.

“We were used to competing in our gym with no audience,” Arp said. “So this year, we were all truly excited to feel the adrenaline of the crowd at various competitions. As a team, we really pushed ourselves hard both in and out of practice.”

Placas explained how she motivates her team.

“We often discuss how important it is to push yourself to practice as if you were in front of judges, and it helps build stamina and muscle memory,” Placas said. “Then, once the adrenaline kicks in during a real performance, the team is likely to perform even better than they practiced.”

For Offord and Schmidt, the end of the season is particularly bittersweet as they conclude four years of participating.

“Meeting my closest friends and going to state in 2020 are memories that will remain with me,” Schmidt said. “It’s nice to be able to move forward to college, but I will miss this program next year.”



photo by Jordan Mighty

Senior Carsyn Guidino and the RedHawk poms team cheer on the sideline during the varsity boys’ basketball game against Benet on Jan. 28. The team’s season ended at sectionals this year with a seventh place finish

RedHawk wrestlers ESCC champs, 11 advance to state

Kevin Cardinale
junior reporter

The RedHawk wrestling team is having one of the best seasons in the program’s history, and they are not done yet.

A record 11 Redhawks advanced to state after sectionals at Hinsdale Central on Feb. 11 and 12. Junior Peter Marinopoulos and senior Ghee Rachal won sectional titles at 195 and 220 pounds, respectively.

Enjoying this record-breaking season, Marinopoulos does not mind the pressure of being one of the best teams in the state.

“The high expectations of us as a team just fuels the fire for how bad we want to win,” Marinopoulos said.

Head coach Brendan Heffernan attributes the team’s success to having “a good mix of experience and youth.”

This year’s roster consists of seven freshmen, four sophomores, nine juniors and four seniors. Many of the players have met or exceeded Heffernan’s expectations this season.

“Four of our freshmen start and have really stepped up and competed very well,” Heffernan said. “Our four seniors are competing really well also, but they have been there before so we [the coaching staff] expect that out of them. This team is a good mix of all the different levels coming together.”

Senior Tommy Boland, who finished second at sectionals and qualified for state for the second consecutive year is excited to compete for another state title.

“It means a lot because we worked so hard to get where we are, and it is really special to share what we are doing with the guys on our team,” Boland said.

The state finals run today through Saturday at the University of Illinois-Urbana.

Freshman George Marinopoulos is looking forward to helping the team achieve its goal of winning the state title.

“Team success comes from being close,” Marinopoulos said. “We all like being around each other and we have fun doing what we do.”



photo by Kamron Beal

A record 11 RedHawk wrestlers placed in the top four at the individual sectionals on Feb. 11 and 12, punching their tickets to compete in the IHSA individual state tournament. State starts today and runs through Saturday at the University of Illinois-Urbana.



photo by Olivia Carter

Emily Bojan gets the rebound on St. Viator’s side of the court and keeps it low to make a pass on Jan. 26. The RedHawks won 78-61. The team hosts Stagg for the regional final game in the Red and White Gym.

Girls basketball advances again

Billy McNicholas
senior reporter

The RedHawk varsity girls’ basketball team finished its regular season 21-9 going into Tuesday night’s regional at home where they soundly defeated Bloom, 66-10.

The RedHawks are led by veteran players, including three senior captains Kira Chivers, Mary Clare Brusek and Le’lani Harris and seniors Casey Flynn, Emily Bojan and Cencere McDaniel, juniors Isabelle Harmon, Elise Ward, Katherine Tracy, Maggie Farritor and Megan Flynn, and freshmen Breanna Hanik and Gabi Novickas.

Head coach Mary Pat Connolly said the key to this team’s success is the players’ selflessness.

“There is no ‘star’ on the team, like in past teams,” Connolly said. “They share the ball well and our starting five are all averaging around ten points per game. Everyone has accepted her role on the team and everyone is doing her part.”

For the RedHawks’ senior night game against Fenwick on Jan. 24, Connolly decided to make a unique gesture to honor the senior players. Instead of sending five players out for the opening tip, Connolly sent all six seniors out onto the court. Although this resulted in a technical foul, the RedHawk players have no regrets.

“It felt so amazing and surreal to walk out with the five other seniors,” Brusek said. “It was very emotional because I have played with these girls for the past four years, so it was a bittersweet moment. The move made by Coach Connolly was a great call in spite of the foul because it showed all of us are in this together.”

The RedHawks won their final game of the regular season on Feb. 9 at Saint Ignatius (67-55) to gain some momentum for the state playoffs.

“We need to keep trusting each other because we all want to win this state championship and have a great end to an already amazing season,” Harris said.

The RedHawks face Stagg for the regional final tonight at home at 7:00 p.m.

Seniors strive to finish strong

Delaney Powers
senior reporter

The RedHawk boys’ basketball team was 11-13 going into last night’s game against Jones College Prep, with results unavailable at press time.

The expectations remain high for all players, seniors especially.

“We want the seniors to be the hardest workers, loudest communicators and the [players] who carry themselves the best on and off the court,” head coach Brian Hynes said.

A highlight of the season came on Jan. 8 as former RedHawk head coach Gene Nolan returned to the Red and White Gym with his Naperville North team. The athletic department surprised Nolan, who played for the RedHawks as a student, by retiring his jersey before the game.

The RedHawks went on to defeat Naperville North, 49-43.

Hynes, who coached under Nolan, shared that he tries to instill Nolan’s philosophy in his own coaching.

“Coach Nolan always talked about how relationships are more important than championships,” Hynes said. “I don’t know if anyone on our team knows who won the state championship last year, but they’ll all remember each other. Coach Nolan told me that these guys will come back here, hopefully to see a game. In that moment, they’ll remember how I treated them.”

Like Nolan, the lessons Coach Hynes teaches players are for life, not just basketball.

“It’s my job to instill Marist values in our players and hope that they carry those values with them into their lives,” Hynes said. “Their basketball careers are going to be short. High school sports is such a small part of life. What is important is the character that we’re trying to instill in them because that’s what will last.”

The team will face Thornwood in the IHSA regional at Homewood-Flossmoor on Feb. 23 at 7 p.m.. If the RedHawks beat Thornwood, they will advance to the regional final on Feb. 25 also at Homewood-Flossmoor at 7 p.m.



photo by Morgan Gonzales

Junior Mason Ross brings the ball up the court leading to a 49-43 win over Naperville North on Jan. 8. The RedHawks will begin playoffs on Feb. 23 when they play Thornwood at Homewood-Flossmoor for the first round of the IHSA regional tournament.